



Competency Management Overview

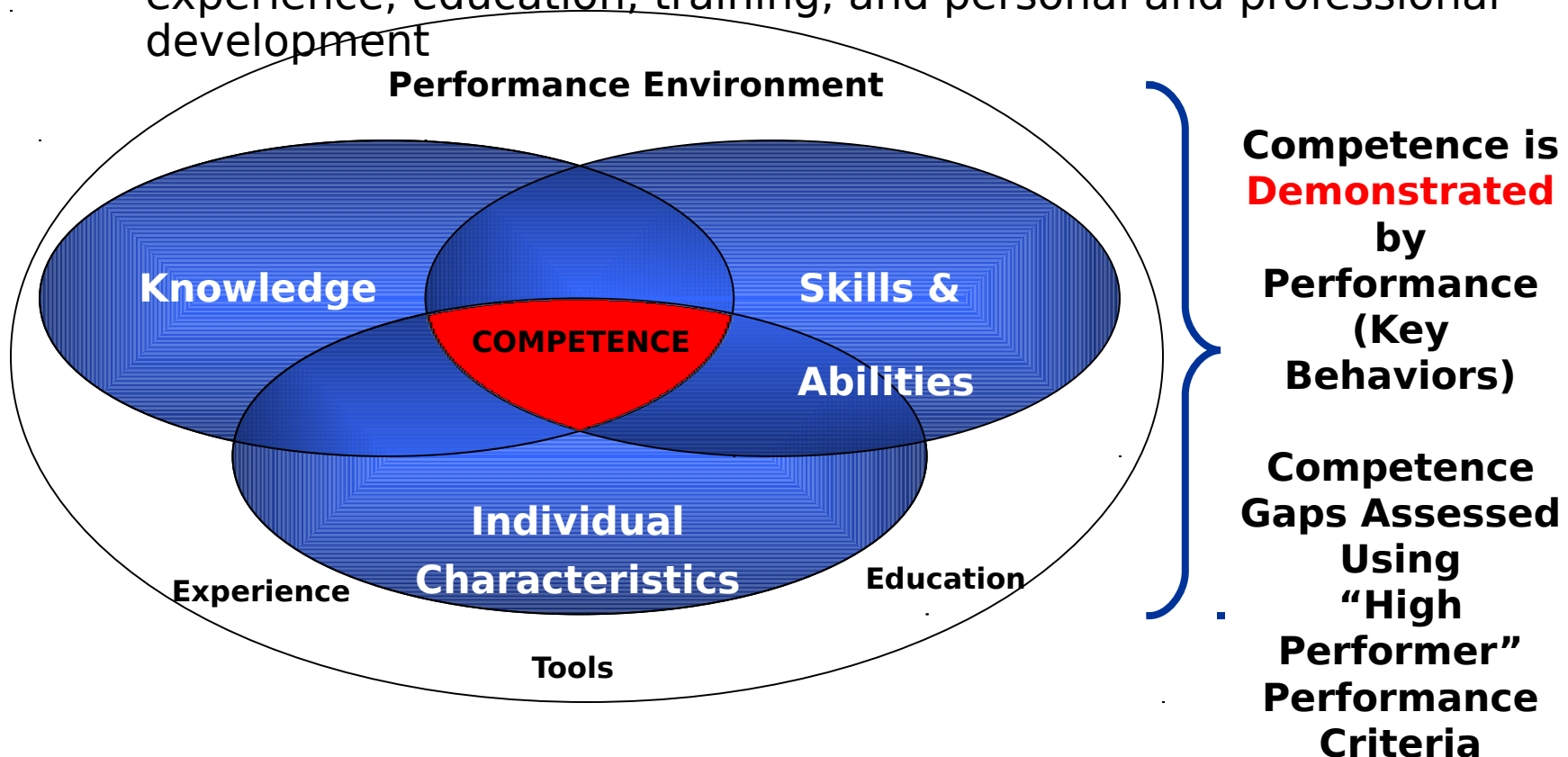
Jonathan Higgins

AT&L Workforce Career
Management



A Competency -- What is it?

- **OPM definition “ an **observable**, measurable pattern of skills, knowledge, abilities, behaviors & other characteristics that an individual needs to perform work roles or occupational functions successfully.”**
- Competence is achieved through a variety of means; e.g., experience, education, training, and personal and professional development





From “As-Is” to the Desired “To-Be” AT&L Competency Initiatives

Initial “As-Is” State of Competency Management

- Individual career field competencies managed in stovepipe fashion
- No community-wide standards to support management of competencies
- In most cases – the competencies were learning objectives for courses
- Focus of competencies/learning objectives has been to inform content of training course

Competencies: Core, Functional &

Plus
Core

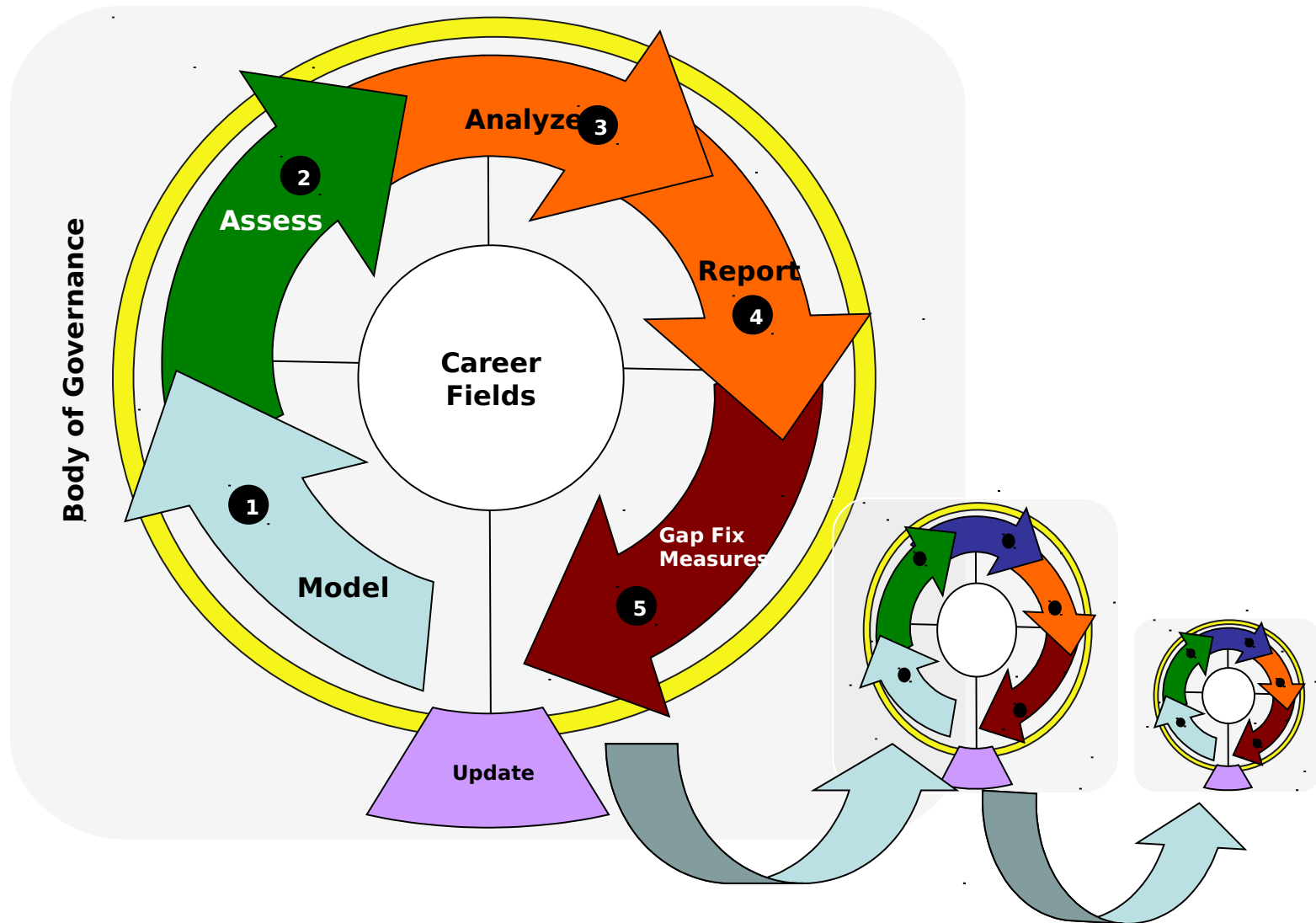


Future “To-Be” State of Competency Management

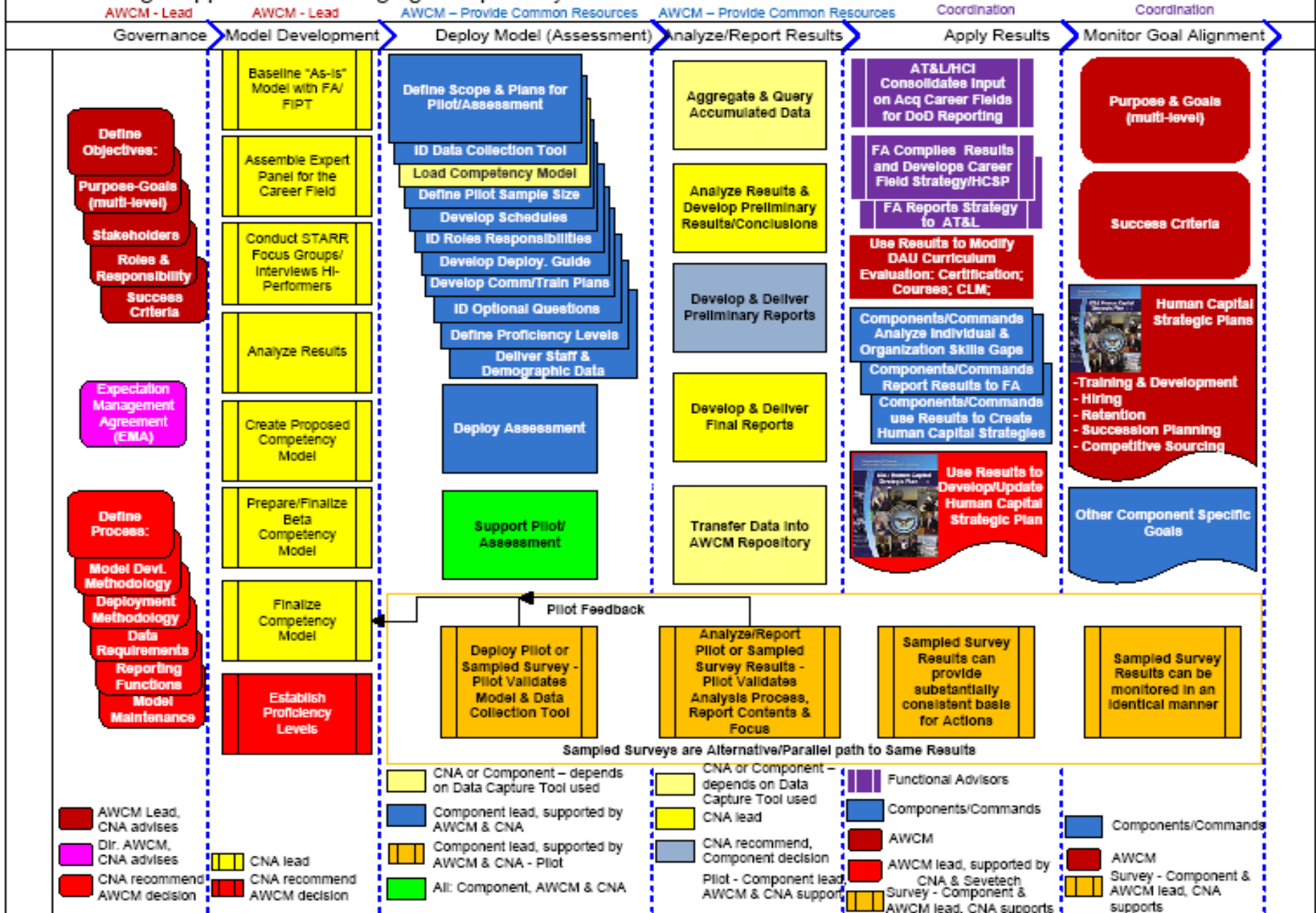
- Alignment is driver for strategy -- consistent with OPM & OSD (P&R) policy, standards, guidance
- A framework to allow competency standards to be applied and managed in multiple workforce-related applications
- Decentralized execution – competency models will be used by Components in workforce-wide assessments
- Leveraging assessment results for:
 - strategic human capital planning and management
 - closing capability gaps
 - improving the workforce certification framework,
 - performance support resources (best practices and tools) are available to the workforce



Competency Management Process Flow



AT&L Strategic Approach to Managing Competency Initiatives





AT&L Human Capital Tasks: Drivers for Competency Management

| Task | Narrative | Office of Primary Responsibility | Office of Corollary Responsibility |
|-------|--|----------------------------------|------------------------------------|
| 1.3.1 | Complete competency models for the PM, Logistics, and Contracting career fields by Dec 07 | Dir, HCI | FAs, Components |
| 1.3.2 | Complete functional competency models for remaining career fields by Sep 08 | Dir, HCI | FAs, Components |
| 1.3.3 | Complete a cross-functional core competency model for the entire DoD AT&L workforce by Dec 08 | Dir, HCI | FAs, Components |
| 1.3.4 | Determine and make recommendation on whether standard tools are desired or needed to ensure that data can be used for multiple purposes by Jan 08 | Dir, HCI | Components |
| 1.3.5 | Initiate skills gap assessments in 50% career fields by Dec 08 | Components | FAs |
| 1.3.6 | Coordinate with ODUSD(CPP) and OPM to incorporate DoD AT&L competencies into OPM HR standards to ensure consistency across the federal sector within 90 days of competency model completion | Dir, HCI | None |
| 1.4.1 | Ensure DoD AT&L crossfunctional governance and implementation of initiatives , such as functional competency models, certification framework, etc., by Components are done in consistent manner by Jan 08 | Dir, HCI / WMG Chair | None |
| 6.2.1 | Identify developmental needs for acquisition personnel leveraging functional competency models starting Jul 07 | Components | None |
| 6.2.2 | Develop and implement strategies to fill competency gaps and meet target certification levels by Sep 08 | Components | None |



Competency Discussion:

Ongoing Competency Efforts in the Defense Agencies

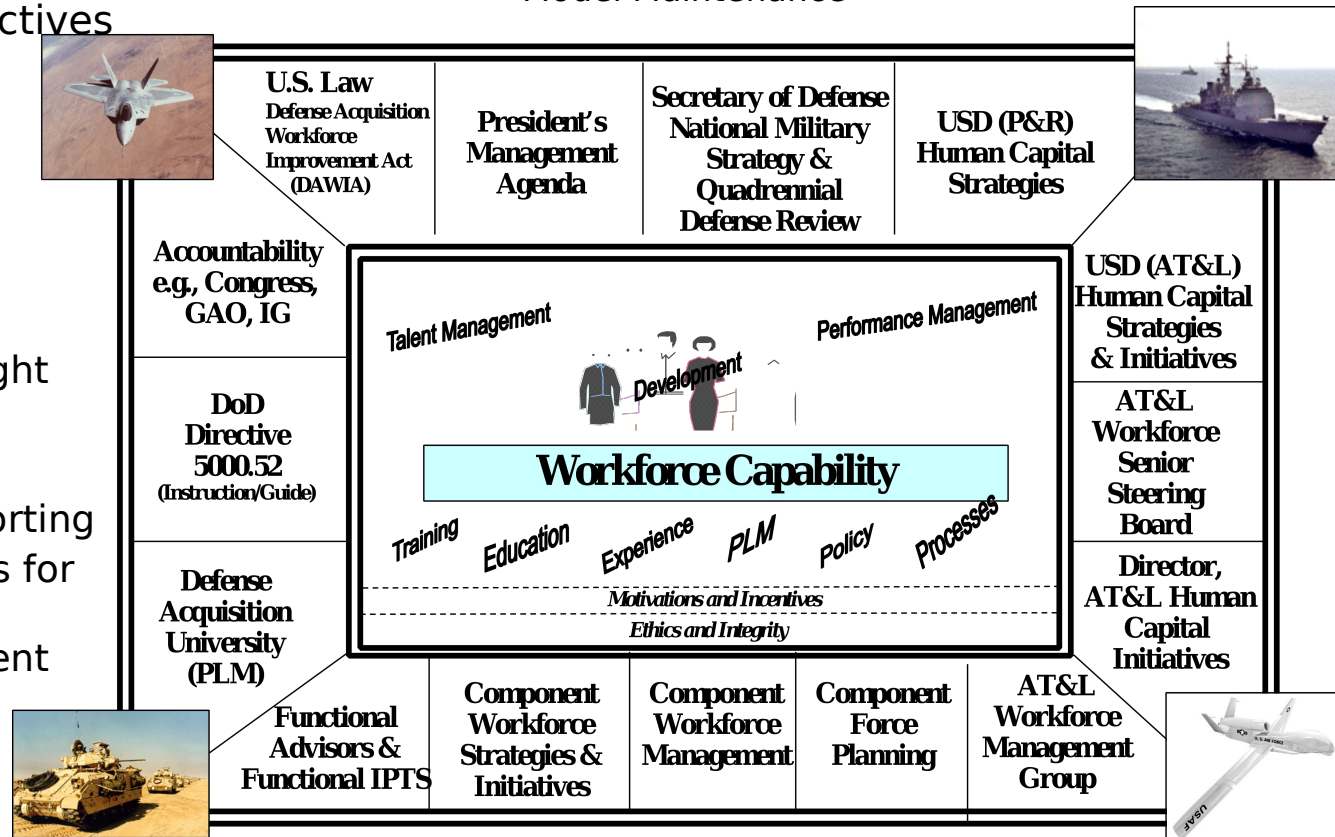
- What competency related efforts are currently underway in the Defense Agencies?
- What tools are you using to implement competency management strategies?



Key Stakeholders & the Governance of Competency Initiatives

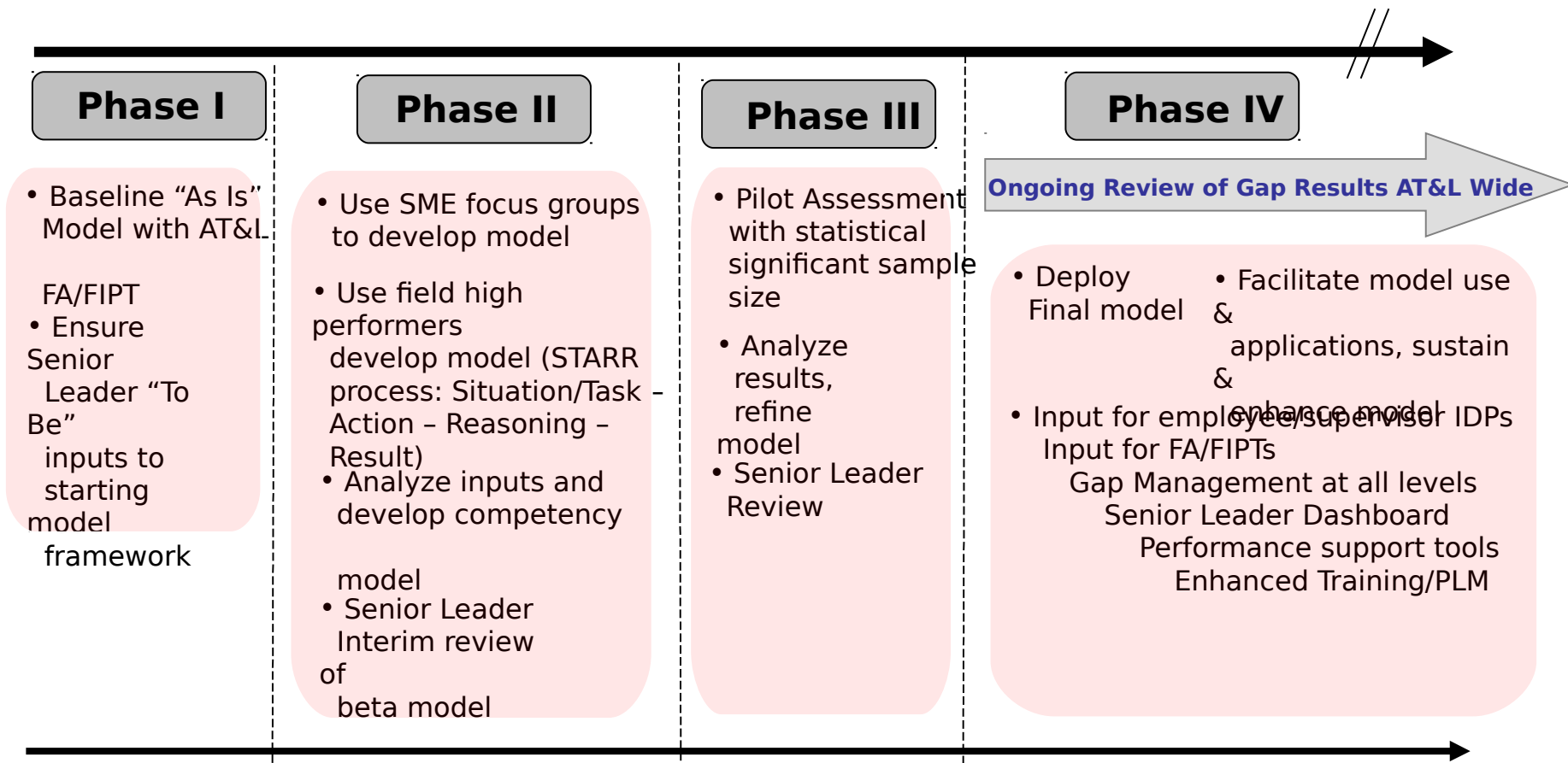
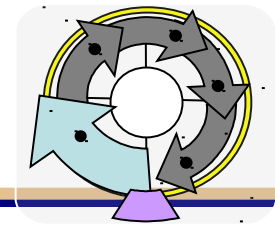
- **Identify all Stakeholders**
- **Define Goals & Objectives (for each Stakeholder)**
 - Outputs needed to achieve goals/objectives
 - Success Criteria
- **Agree on general approach (or note variances)**
 - Governance / Oversight
 - Model Development
 - Skills Assessment
 - Data Analysis & Reporting
 - Implement Strategies for Closing Gaps
 - Monitor Goal Alignment

- **Define Roles & Responsibility**
- **Define Processes**
 - Model Development Methodology
 - Deployment Methodology
 - Data Requirements
 - Reporting Functions
 - Model Maintenance



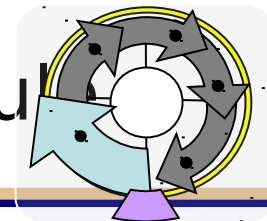


Developing Competency Models





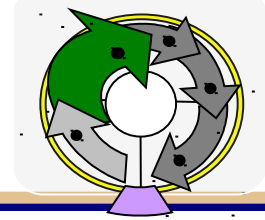
Competency Model Development Schedule



| AT&L Competency Model Initiative | | FY07 | | | | | | | | | | | | FY08 | | | | | | | | | | | | | |
|----------------------------------|---|--------------------------------|-----|-----|-----|-----|--------------------------|-----------------------|-------------------|-----------------------------|-------------------|----------------|---------------------------|-------------------------------|----------------------|-----|-----------------------------|--------------------------|--------------------------|--------------------------|----------|----------------------------|-----|----------|-----|--|--|
| | | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | | |
| 1 | PM ACQ Competency Model | Interim Model Complete | | | | | Post-Sponsor Review Mods | | | | | | | Pilot Assessment PM n=20 | | | | | | | | | | | | | |
| 2 | Logistics Competency Model | Interim Model Complete | | | | | | Post-Sponsor Delivery | | | | Log Pilot n=20 | | | | | | | | | | | | | | | |
| 3 | Contracting Competency Model | Interim Model Complete | | | | | Senior Exec Workshops | | Post-Sponsor Mods | | | | | | | | | | | | | | | | | | |
| | CON Workforce Assessment | | | | | | | | | AF Pilot Assess CON n=1000 | | | | Full CON Workforce Assessment | | | | | | | | | | | | | |
| | | | | | | | | | | DLA Pilot Assess CON n=2500 | | | | | | | | | | | | | | | | | |
| 4 | Property Competency Model | Interim Model Analysis Ongoing | | | | | | | | | Prop Model Report | | | | | | | | | | | | | | | | |
| | Core Report | | | | | | | | | | | | CORE Interim Report | | | | | | | | | | | | | | |
| 5 | SPRDE SE Competency Model | | | | | | | | | | | | SPRDE SE Model and Report | | | | | Post-Sponsor Review Mods | | | | | | | | | |
| 6 | BCEFM | | | | | | | | | | | | | BCEFM Model and Report | | | | | Post-Sponsor Review Mods | | | | | | | | |
| 7 | PQM Competency Model | | | | | | | | | | | | | | PQM Model and Report | | | | | Post-Sponsor Review Mods | | | | | | | |
| | Stratified Assessment (Multi-Career Fields to Date) | | | | | | | | | | | | | Log Assmt | | | PM and Property Assessments | | | | | SPRDE, BCEFM, & PQM Assmts | | | | | |
| 8 | Information Technology (Audit) | | | | | | | | | | | | | | | | | | | IT | | | | | | | |
| 9 | Test&Evaluation (Audit) | | | | | | | | | | | | | | | | | | | T&E | | | | | | | |
| 10 | SPRDE S&T (Audit) | | | | | | | | | | | | | | | | | | | | SPRDE ST | | | | | | |
| 11 | Purchasing (Audit) | | | | | | | | | | | | | | | | | | | | Purch | | | | | | |
| 12 | Auditing Management | | | | | | | | | | | | | | | | | | | | | | | Auditing | | | |
| 13 | Facilities Engineering | | | | | | | | | | | | | | | | | | | | | | | Fac Eng | | | |



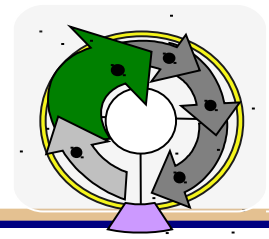
Matrix of Assessment Options



| | DESCRIPTION | PROS | CONS |
|---|--|--|---|
| Component CMS - LMS | Existing solution within a Component Command | <ul style="list-style-type: none"> § Gap Closures linked to Training Interventions § Minimal Cost Infrastructure already Exists § Organic Capacity to Manage all Competency Efforts | <ul style="list-style-type: none"> § Data standards and formats need to be defined & closely managed to ensure aggregate reporting § Need central system to manage data reported |
| Stratified Sampling of Population (CNAC) | A sample of the population is assessed results applied to needs of community | <ul style="list-style-type: none"> § Lower cost since assessing partial population § Provides high level sample that allows for evaluation of curriculum needed | <ul style="list-style-type: none"> § Does not provide Gap report for individuals therefore does not allow for closure of gaps § Does not provide complete Organizational Gap report therefore unable to use in talent management & workforce planning |
| Total Workforce Assessment-Central System | Investment in a central AT-wide tool for the assessment of 100% of the workforce (all 13 career fields) to be executed | <ul style="list-style-type: none"> § AT&L wide reporting simplified since all data is in one place | <ul style="list-style-type: none"> ▪ Higher Cost § Restricts "decentralized execution" as described in HCSP § Limits Component's ability to link training records to individuals § Creates need for data extraction to Components vs. them reporting data |



Compass Assessment Tool



Welcome: tregarm@cna.org

Employee

Supervisor

Logout

2. Conduct market research using relevant resources prior to solicitation to understand the industry environment and determine availability of sources of supply and/or services.

Examples of supporting knowledge items include:

- Knowledge of customer requirement (including previous procurement history) and appropriate results that will provide value.
- Knowledge of sources of supplies and services and their priorities.
- Knowledge of FAR/DFARS Part 10 and other procurement requirements regarding market research.
- Knowledge of commercial/industry practices.
- Knowledge of existing contract vehicles, to include intra/inter-agency contracts.
- Knowledge of the various types of market research, search mechanisms, and data available in the markets.

Frequency - How often do you do this activity on your job? (in the last 12 months). Ratings: (1 - Almost Never, 2 - Rarely, 3 - Occasionally, 4 - Frequently, 5 - Very Frequently, 6 - N/A Not Applicable / Not needed in My Job).

Proficiency - How proficient are you in the activities detailed in

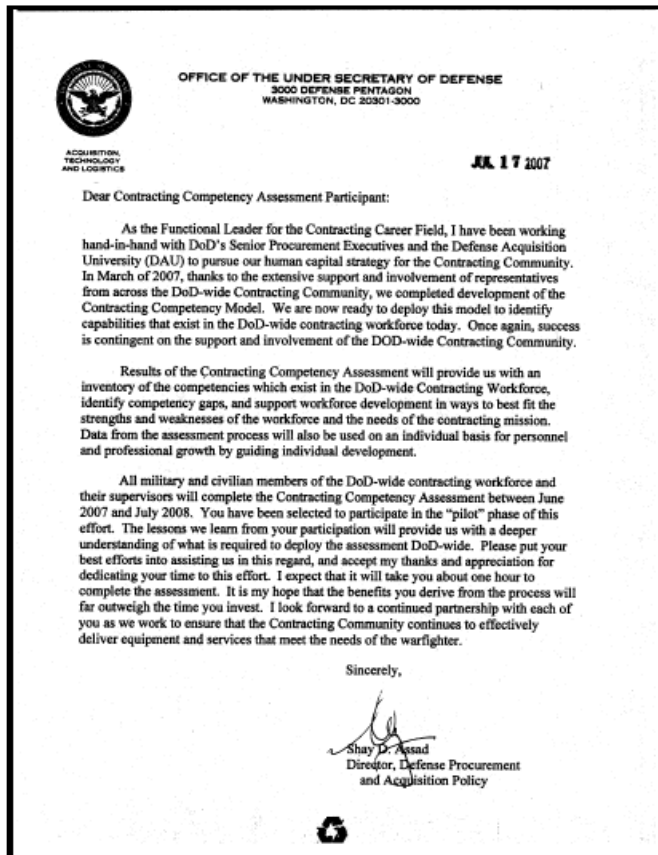
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|-----------------------|---|---|
| <input type="radio"/> | 1 | Describe how to conduct market research using relevant resources prior to solicitation to determine availability of sources of supply and/or services. |
| <input type="radio"/> | 2 | With guidance, conduct market research using relevant resources prior to solicitation to understand industry environment and determine availability of sources of supply and/or services. (Basic) |
| <input type="radio"/> | 3 | With little or no guidance, conduct market research using relevant resources prior to solicitation to understand industry environment and determine availability of sources of supply and/or services. (Intermediate) |
| <input type="radio"/> | 4 | In more advanced scenarios, conduct market research using relevant resources prior to solicitation to understand industry environment and determine availability of sources of supply and/or services. (Advanced) |
| <input type="radio"/> | 5 | Provide expert advice on the conduct of market research to ensure best practices are used. (Expert) |

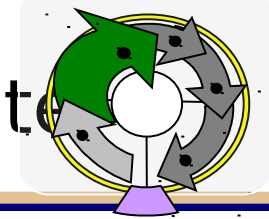


Contracting Assessment Update



- Assessment of 100% of the Contracting Workforce (26K Workforce Members)
- The first phase of this effort has included two major assessment efforts
 - DLA pilot effort was completed using an existing Learning Management System (Plateau)
 - Air Force assessments utilized the Compass tool
 - Warner Robins AFB - 333 Employees (98% complete)
 - Peterson AFB - 108 Employees (100% complete)
 - Hanscom AFB - 414 Employees (88% complete)
 - Charleston AFB - 34 Employees (94% complete)
 - Army to start in October
- Analysis and lessons learned will be applied to remaining assessments which will be completed by June 08.

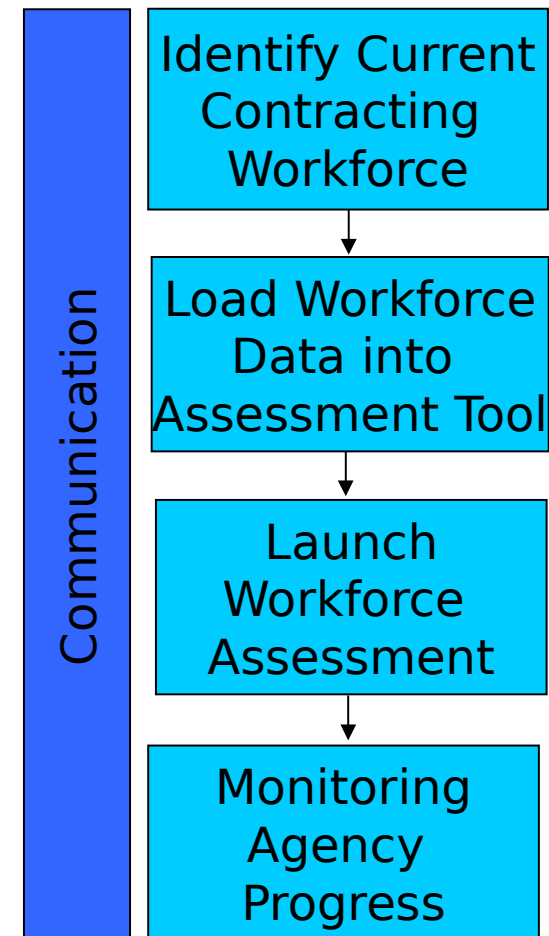




Contracting Assessment in the 4th Estate

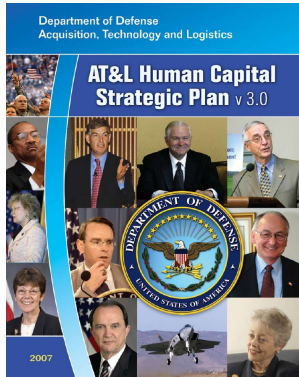
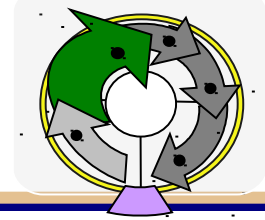
- **Objective:** To assess 100% of the workforce members in the contracting career field by June 06
- High degree of leadership involvement & support for this effort in the Contracting Community
- The 4th Estate has a total of 5,312 Contracting Workforce Members that must participate

| | |
|--|-------|
| Defense Contract Management Agency | 2,312 |
| Defense Logistics Agency | 2,236 |
| Defense Information Systems Agency | 191 |
| Defense Commissary Agency | 84 |
| Organization of the Joint Chiefs of Staff /Defense System Management College | 80 |
| Missile Defense Agency | 71 |
| Defense Threat Reduction Agency | 58 |
| Defense Finance and Accounting Service | 56 |
| Under-Secretary of Defense/AT&L (OUSD/AT&L) | 52 |
| Department of Defense Education Activity | 46 |
| Coast Guard | 40 |
| TRICARE Management Activity | 38 |
| American Forces Information Service | 15 |
| Defense Advanced Research Projects Agency | 11 |
| Defense Security Cooperation Agency | 7 |
| National Defense University | 5 |
| Pentagon Force Protection Agency | 4 |
| Department of Defense Counterintelligence | 4 |
| Defense Contract Audit Agency | 1 |
| Defense Investigative Service | 1 |
| Total | 5,312 |





Future Competency Assessments



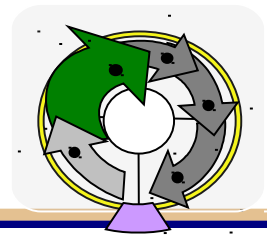
| Task | Narrative | Office of Primary Responsibility | Office of Corollary Responsibility |
|-------|--|----------------------------------|------------------------------------|
| 1.3.5 | Initiate skills gap assessments in 50% career fields by Dec 08 | Components | FAs |

- Competency assessments will begin in 6 other career fields by Dec 08
- Many of these assessments will only include a **statistically significant sample** of the workforce (**5-10%**) and results will be generalized to the population
- Need the right strategy for conducting these assessments in the 4th Estate

| Career Field | 4th Estate Count | 5% | 10% |
|--------------|------------------|-----|-------|
| Auditing | 3,484 | 174 | 348 |
| BCFM | 219 | 11 | 22 |
| CON | 5,312 | 266 | 531 |
| FE | 9 | 0 | 1 |
| Property | 322 | 16 | 32 |
| IT | 248 | 12 | 25 |
| LOG | 76 | 4 | 8 |
| PQM | 4,439 | 222 | 444 |
| PM | 717 | 36 | 72 |
| Purchasing | 667 | 33 | 67 |
| SPRDE S&T | 100 | 5 | 10 |
| SPRDE SE | 253 | 13 | 25 |
| T&E | 94 | 5 | 9 |
| Unknown | 1,133 | 57 | 113 |
| Total | 17,073 | 854 | 1,707 |



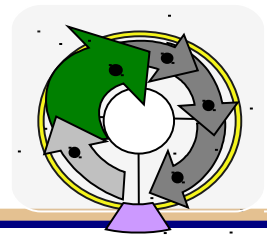
Proposed Strategy for Competency Assessments in the 4th Estate



- Each agency designates one POC for Competency management efforts that will work with AWCM and the functional representatives in their agency to coordinate assessments
- AWCM will try to work with the 4th Estate as a whole on competency management initiatives to leverage resources and ensure consistency of implementation
- For future assessments create a competency assessment schedule that is “4th Estate Friendly”
 - Get away from current process of conducting single assessments through the functional community
 - Conduct multiple career field assessments at once to minimize # of assessment cycles



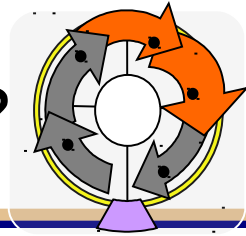
Competency Assessment Discussion



- Does the assessment strategy outlined on the previous page meet your organization's needs?
- Do you have any suggestions to improve this strategy?
- When would you prefer to begin the Contracting competency assessment in your organization (must occur by June 08)?



How are Competency Gaps Identified?



Inputs

- User Data
- Supervisory Links to Direct Reports
- Competency Models
- Baseline Proficiency Levels

Process

- Employee logs in and completes self-assessment
- Supervisor completes employee assessment
- Two scores averaged
- Final scores compared to Baseline Proficiency

Outputs

- Individual Gap report showing skills proficiency

NEXT STEPS

- Identify Training Interventions to close any gaps in skills

SAMPLE

Employee Rating

Supervisor Rating

Composite Score

Profile

Competency 1

3

4

3.5

3

Competency 2

2

5

3.5

5

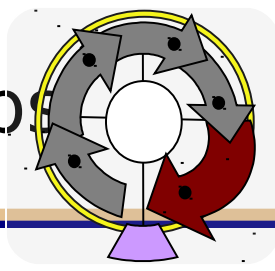
Competency 3

3

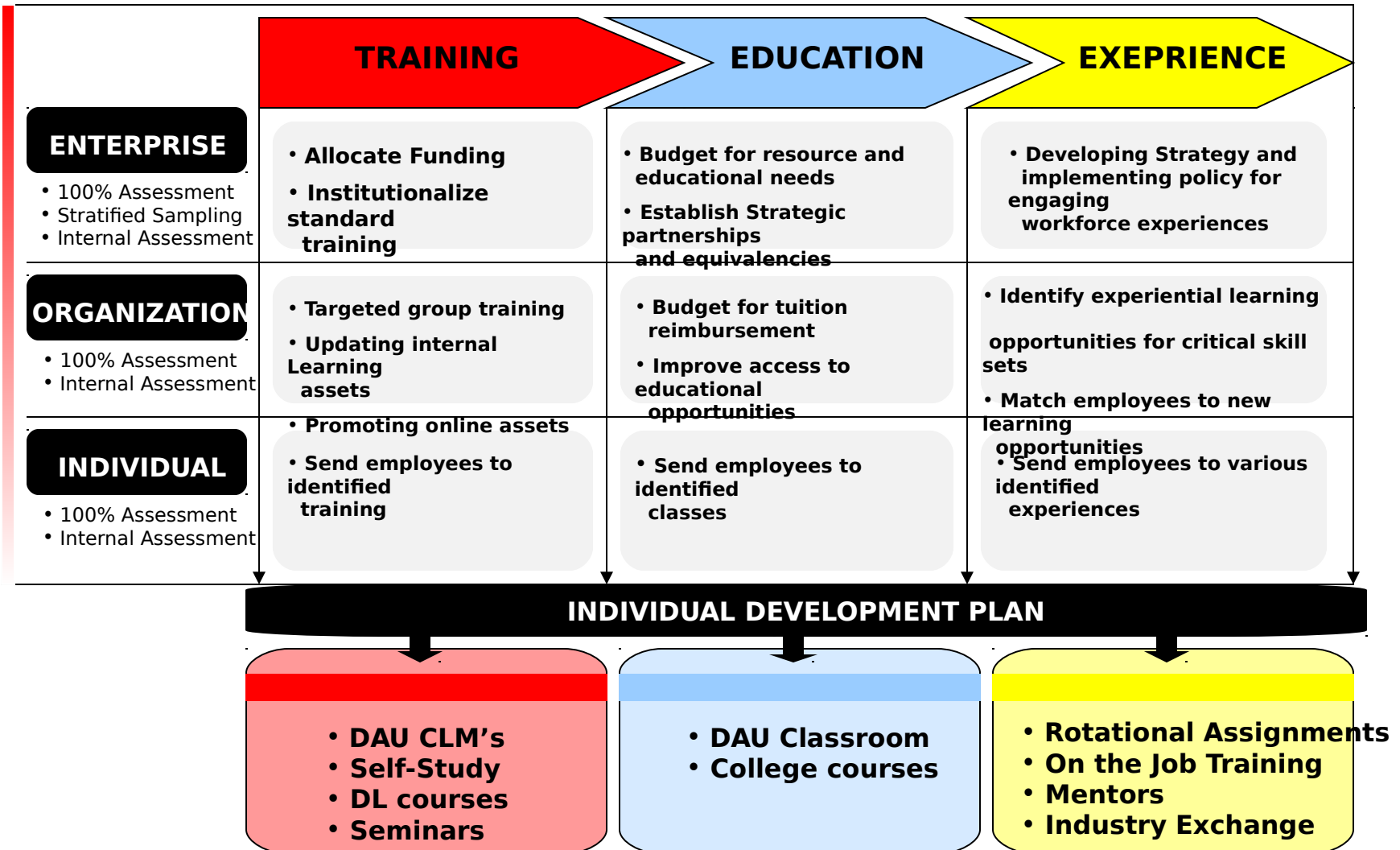
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3

3

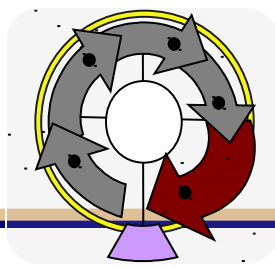


Strategies for Closing Competency Gaps





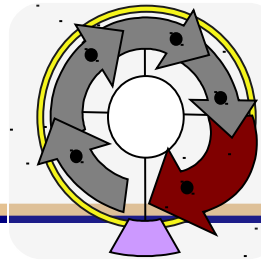
A Look Ahead: Using Competencies to Build an IDP



- Navy DACM Office working with ASM-Research, DPAP, AWCM and DAU to build automated “Competency Module” for IDPs:
 1. “Competency Module” of IDP will:
 - Identify gaps at element level
 - List supporting knowledge for each gap
 - Map training (Courses/Modules/Lesson) to each element and/or knowledge
 2. Supervisor/Employee will:
 - Discuss gap at element and/or supporting knowledge level
 - Select training to address gap
 3. “Competency Module” of IDP will:
 - Track training instances/student hours completed to competency gaps
 - Support career development by:
 - Displaying gaps at different career level (entry/journey/senior)
 - Displaying gaps for different mission area/standard



Application of Competencies



Agile Mission Support

- Enables tactical, agile targeting of resources to achieve desired capability
- Enables improved organizational refinements to align the skills with mission needs

Improved Learning/Training

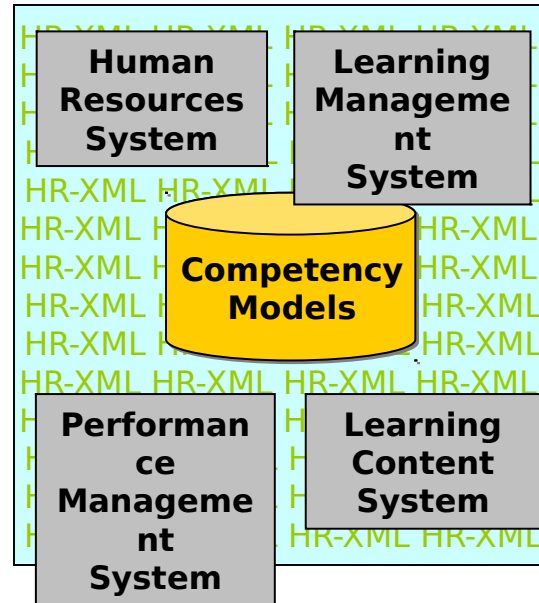
- Improved alignment of training to “successful performance” needs
- Improved training investment
- Enables 21st Century Training Framework (Core Plus)

Succession Planning

- Identify expected critical vacancies
- Identify employees & candidate gaps

High(er)-Performing Workforce

- Improved engagement of workforce to “successful performance” support resources (that make a difference) (ELA)
- Better migration of Best Practices



Development & Career Planning

- Enhance Individual Development
- Enhance Organization Development

Improved Gap Assessment

ROI

- Assess proficiency AND
- Assess Mission Criticality, Frequency, and Difficulty
- Migrate best practices & tools for successful performance

Strategic Workforce Planning

- Strategic planning enabler for leaders
- Enhanced Management of Mission Critical Competencies
- Deliberate, earlier “change management”
- Information for tactical resource decisions

Recruiting & Selection

- Improve identification of key behaviors contributing to successful performance
- Improve the “Benefits Package” story – “World-class tools for your development and success”



Questions

